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ABSTRACT

To help combat the problem of beginning teacher/high attrition rate, the Cincinnati Initiative for Teacher Education (CITE) program was piloted in the '93-'94 school year with University of Cincinnati students and the '94-'95 school year with the Cincinnati Public Schools. In '95-'96, students participated in half-time teaching internships. For 2000-2001 they were working in Professional Development Schools (PDSs) and Professional Practice Schools (PPSs). Partnership activities include ongoing mentor training including Pathwise Training for Mentors, Ohio First, and Mentoring I, II, and III. Interns take graduate courses during the fifth year of the program, and most obtain Master's degrees during their first year of full-time teaching. Students acquire theoretical and pedagogical knowledge pertaining to education and integrate the information in their internship settings. The importance of continued professional development for teachers and the need for reflection and inquiry are stressed. Sustained support and feedback from team members is critical to program success. Weekly meetings include vertical and horizontal teams and well as PPS/PDS teams of teachers. University liaisons meet with interns and teaching associates and observe them in their classrooms. Several action research issues have been explored with CITE participants. Interns are evaluated via formative and summative evaluation. (Contains 11 references.) (SM)

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Induction, Mentoring and Retention of Teachers

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The C.I.T.E.:Cincinnati Initiative for Teacher Education program prepares elementary and high school teachers with the following goals for university students:

1. A dual major in Arts & Sciences and Education
2. An extended two-year field experience in Professional Practice School (PPS/Urban) or Professional Development Schools (PDS/Suburban)

The C.I.T.E. program was piloted with UC students in the '93-'94 school year and the '94-'95 school year with Cincinnati Public Schools. The first cadre of C.I.T.E. students began their year-long Internship as half-time teachers in "95-'96.
Currently, for the 2000-2001 school year, approximately 100 Teaching Interns are working in our PPSs and PDSs; and an equal number of Teaching Associates are practicing with Master Teachers in eight urban and 15 suburban schools.

Partnership activities include on-going Mentor training including PATHWISE™ Training for Mentors, Ohio First, and Mentoring I, II, and III held at Mayerson Academy and area branch campuses through the University of Cincinnati. At this time, PPS teachers may receive Leadership Scholarships to pursue coursework of their choice at UC. C.I.T.E. Interns take graduate courses during the fifth year of the program and most obtain Master's degrees during their first year of full-time teaching.

Students acquire theoretical and pedagogical knowledge pertaining to education and integrate the information in their clinical settings. The importance of continued professional development for teachers is stressed along with the necessity for reflection and inquiry. Sustained support and feedback from team members is critical to the success of the program. Weekly meetings are held which include vertical and horizontal teams, as well as PPS/PDS teams of teachers. University liaisons meet with Interns and Teaching Associates and observe them in their classrooms.

Partnerships span grades K-12 in urban and suburban schools with a range of socioeconomic strata in such settings as a Language Academy, the Expedition Learning School, and Paideia, creating a culturally diverse community of learners. This is reflected throughout the program from the University representatives to the Mentors, Interns and Teaching Associates and to the students whose lives we all touch.

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Induction, Mentoring and Retention of Teachers

"Even with extensive pre-service teaching preparation, the beginning years of teaching present many challenges that reflect a steep learning curve" (Darling-Hammond, 1998). New teachers are typically given the most difficult assignments and often are left to struggle without the kind of help provided by internships or "entry level" positions in other professions. These new graduates enter school systems with a dreamlike vision, only to come face-to-face with harsh, unexpected realities. Not surprisingly, the attrition rate for beginning teachers is high; as many as 30% of teachers leave the profession in the first five years; a figure which is even greater in urban districts, where recruitment of minority teachers is critical to the population.

According to the National Association of State Boards of Education (NASBE) in *The Numbers Game,* "The United States will certainly need more and more teachers over the next decade. Student enrollments, expected to reach over 54 million by 2007, will be the highest in history and will require growth among the teaching force of about 800,000 over the next decade." Combined with an expected increase in teacher retirements, it is expected that our nation's school districts may actually need to hire as many as two million new teachers.

To combat these alarming statistics, the C.I.T.E.:Cincinnati Initiative for Teacher Education program was developed. The C.I.T.E. program was piloted with University of Cincinnati students in the '93-'94 school year and the '94-'95 school year with Cincinnati Public Schools. The first cadre of C.I.T.E. students began their year-long Internship as half-time teachers in "95-'96.

C.I.T.E. prepares elementary and high school teachers with the following goals for university students:

1. A dual major in Arts & Sciences and Education
2. An extended two-year field experience in a Professional Practice School (PPS/Urban) or Professional Development School (PDS/Suburban) (9)

Both the University of Cincinnati and the PPS/PDS invest heavily in the program and emphasize quality preparation for teachers who will successfully pass the assessment for licensure in their first year of full-time teaching and who will be inducted into a profession where they will remain. Currently, for the 2000-2001 school year, approximately 100 Teaching Interns are working in our PPSs and PDSs; and an equal number of Teaching Associates are practicing with Master Teachers in eight urban and 15 suburban schools. Teaching Associates are fourth year, university students who complete a three week Opening School Experience in a classroom and continue to work in that classroom for a minimum of three hours per week throughout the school year. Interns are the teachers of record in Cincinnati Public Schools and area suburban schools who teach half/days with supervision. Since these Interns hold a bachelor's degree, they are also qualified to work as substitute teachers, giving them extended experiences in a variety of settings.

Beginning in the fall of 2002, all new teachers will be required to participate in an Ohio Entry Year program which is comprised of formative and summative assessment. The formative portion of the Entry Year program is Mentoring. Master teachers support the novice teacher with team teaching, observations, modeling, collaboration and reflective conferencing. In addition, through the C.I.T.E. program, university liaisons meet with both the Mentors and the Interns/Teaching Associates on a regular basis, and

observe them in their classrooms to offer feedback and support. NASBE states that "When teachers feel less isolated from their peers and more included as members of learning communities, they tend to be more committed to their jobs and more likely to stay in teaching."

A learning community emerges in these situations through a wise spectrum of professional development opportunities. The university offers on-going Mentor training including PATHWISE™ Training for Mentors, Ohio FIRST Induction program, T.E.S.A. Training, Cognitive Coaching and Mentoring I, II, and III held at Mayerson Academy and area branch campuses of the University of Cincinnati. At this time, PPS/PDS teachers may receive Leadership Scholarships to pursue other coursework of their choice at the University of Cincinnati. C.I.T.E. Interns take graduate courses during the fifth year of the program and most obtain Master's degrees during their first year of full-time teaching.

Roland Barth, in *Improving Schools From Within,* states that teachers in a learning community are not "in-serviced". Instead, they engage in continuous learning about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals.

While the teachers come in many shapes and sizes, and teaching styles differ from one to another, a common language for talking about teaching, and clear, concrete levels of performance have been established to assess new teachers. This framework for teaching in Ohio's Entry Year program is PRAXIS III, developed by the Educational Testing Service. This research-based and validated tool is a classroom, performance-

based evaluation which takes place in the teachers' first year of full-time teaching. Nineteen critical criteria for teaching are identified and categorized into four general domains: Organizing content for student learning; Creating an environment for student learning; Teaching for student learning; and Teacher professionalism. There are many points of connection across domains. Mentors, Interns, University liaisons, and University faculty work together to ensure the candidates success in this framework. The dialogue created around this framework is valuable for all persons involved in the partnership.

For each of the nineteen PRAXIS III criteria, there are three levels of performance. Beginning teachers and mentors will use these levels of performance as they analyze their practice and their growth as professionals. Evidence for each of these criteria is selected from semi-structured interviews and classroom-based work and is described in a multitude of ways.

Domain A, which is the planning stage for teaching, sets the tone for whatever happens during a lesson. One of the most formidable challenges facing educators today is to design or select instructional assignments that serve to help students explore concepts or to develop and deepen their understanding. An experienced teacher, who has been teaching in the community, is a wonderful guide for Interns to help them appreciate the perspective of their students and their various stages of learning. The criteria for Domain A are:

1. Becoming familiar with relevant aspects of students' background knowledge and experiences
   (evidence such as: pre-tests, student records, inventories, observations, conversations with students, families and former teachers)

2. Articulating clear learning goals for the lesson that are appropriate to the students
   (evidence such as: adherence to pupil-performance objectives, district course of study, standards)
3. Demonstrating an understanding of the connections of the content that was learned previously, the current content, and the content that remains to be learned in the future
   (evidence such as: demonstrating how one element is related to another in student learning)
4. Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
   (evidence such as: large group, small group, individual work, concrete materials for varied activities, technology, community resources)
5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
   (evidence such as: alignment with lesson goals and objectives, varied to meet learning styles, used for future instruction and intervention)

The criteria in Domain B focus on the human interactions in the classroom and on the connections between teacher and students and among students. The beginning teacher often finds this the most challenging aspect of the first year of teaching. In fact, according to the annual Gallup Poll, discipline in the schools is the number one problem in the public's perception; and, in a study by Vennman (1987), the top three most frequently perceived problems of beginning teachers all fall into the B Domain. They are 1) dealing with classroom discipline, 2) motivating students, and 3) individual differences among students. Before school begins, mentors offer advise and share successful behavior management plans; many districts offer workshops promoting the Harry Wong method or Lee Canter's Assertive Discipline; however, creating and maintaining this effective environment is a very personal thing. Having a mentor observe informally and guide the new teacher with reflective conferencing provides support and assistance to the novice. The B Domain is not meant to provide "Cookie Cutter" teachers;

rather it allows flexibility within these management plans and impresses the importance of classroom environment on the new teacher. The criteria for this domain are:

1. Creating a climate that promotes fairness
   (evidence such as: assuring that all students have access to learning; promoting a sense of self-worth to each student)
2. Establishing and maintaining rapport with students
   (evidence such as: expressing genuine concern for students, displaying warmth, sincerity, and humor)
3. Communicating challenging learning expectations to each student
   (evidence such as: conveying the attitude that school is a place for learning, demonstrating high standards and belief that all children can learn on different levels)
4. Establishing and maintaining consistent standards of classroom behavior
   (evidence such as: ability to handle a range of behavior issues with consistency and respect for students)
5. Making the physical environment as safe and conducive to learning as possible
   (evidence such as: student safety, access to learning for all students, student work displayed)

Domain C focuses on the overall goal of teaching and helping students connect with the content. The teacher creates opportunities for students to move beyond the limits of their current knowledge, skills, perceptions and values. Mentors can provide another set of eyes and ears during instruction to ensure that students understand what is expected of them during the lesson and that class time is used productively. The criteria for this domain include:

1. Making learning goals and instructional procedures clear to the students
   (evidence such as: explicit directions for assignments, homework, experiments)
2. Making content comprehensible to students
   (evidence such as: presentations, small group instruction, student-initiated projects)
3. Encouraging students to extend their thinking
   (evidence such as: predicting, inventing, debates, critical thinking activities)
4. Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting

learning activities as the situation demands
(evidence such as: working with individual students, feedback from various sources, using "teachable moments")

5. Using instructional time effectively
(evidence such as: assigning routine tasks to students, providing "sponge activities, students on-task, established procedures for non-instructional duties)

Teachers must be able to reflect upon and evaluate their own instructional effectiveness in order to improve their teaching over time. The mentor's role here is to coach and encourage the reflective practice in order to sustain growth in professionalism for the novice. The professional responsibilities of teachers also include sharing information with colleagues and collaborating with peers to develop activities to meet the learning goals for diverse student populations. Communicating with families in ways that support learning is also critical to the success of the D Domain. These criteria are:

1. Reflecting on the extent to which the learning goals were met
(evidence such as: meetings with mentor, journal reflections)
2. Demonstrating a sense of efficacy
(evidence such as: finding alternative solutions, list of possible approaches, research materials for alternatives)
3. Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
(evidence such as: team meetings, coordination plans, integrated unit plans, working with special area teachers and inclusion specialists)
4. Communicating with parents and guardians about student learning
(evidence such as: parent contact log, conferences, parent volunteers in classroom, class newsletter)

In mentoring both interns and entry level teachers, a continuum of support is necessary and effective for ongoing improvement in teaching skills. Formal and informal meetings, focus groups, and brainstorming sessions are scheduled for mentors as support. Similar meetings are scheduled for novice teachers at the school level and at the University level. These support sessions assist the Mentor teachers in assessing and

meeting the needs of their proteges. For everyone involved, it fulfills the objective of reflective and collaborative thinking during the year.

In order to determine and collect data relevant for the recruitment and the retention of teachers, several Action Research issues have been designed with CITE participants. One such proposal is to explore through the use of surveys, questionnaires, and ultimately focus groups, the stance of former CITE students toward urban education . The participants in this study will be former interns who have completed their internships in year long load bearing classrooms with clinical mentoring. This particular study will be used to enhance the intern/mentor relationship, thereby, encouraging retention of interns in the urban setting.

Other Action Research conducted by PPS/PDS Lead Teachers Mentors has been a study of multiple intelligences and ESL (English as a Second Language) students compiled and documented by university faculty and Lead Teacher Mentors. Research of Cincinnati Public School teachers' perspectives concerning the innovative Teacher Evaluation System piloted in 1999-2000, which is the basis of the Intern Assessment, was also recently studied. The University of Cincinnati is also preparing, through clinical-based faculty to create chapters of Future Teachers of America in the PPS and PDS High Schools, in a continuing effort to recruit interested students into the field of education. Mentors in the C.I.T.E. programs will serve as advisors and university liaisons will provide additional support and leadership.

In conclusion, the efficacy of this support system whereby the intern is mentored and evaluated both with formative and summative evaluations is gauged by the ability to recruit and retain teachers in the urban setting. This has been a goal of the collaboration

since its inception. According to Market Data Retrieval in a study published by the National Education Association, "Teachers value being part of the decision making processes, working in teams, having variety in their routines, being praised and rewarded for work well done, and having the freedom to be creative, not stymied in their jobs. They also find value in collaborating with colleagues. Beginning teachers thrive where open, collaborative professional practice is the norm. This can happen in districts where teachers have common planning periods, shared office space, and forums in which to share ideas.

Teri Dozier, senior advisor to the U.S. Department of Education Secretary Richard Riley states "Despite other lines of work that promise high status, rapid advancement, and quick riches, the majority of teachers still enter the profession for the same reasons that those before them did: to make a difference in the lives of children. Whatever our differences may be, we must use this commonality—this passion for teaching—to advance the profession."

With extensive mentoring and support, interns and entry year teachers may develop the understanding of what qualities a "good" teacher possesses and also the motivation to grow professionally. This should make a confident, dedicated teacher who remains committed to the education of the future generations of our children.

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